**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** 7 **Date:** Task2 Day1-Day2

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| **Unit Title: Two Sides to Every Story** | | **Corresponding Unit Task: This is My Story Part I** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | Civil Rights Movement, violate, civil rights, activist, in justice, detained, retribution, disintegration, segregation, scrutiny, tumultuous, serendipity | |
| **Materials/Resources** | Rosa Parks by Rita Dove found in *Holt Elements of Literature First Course* p. 853  Rosa Parks video-Discovery Education  <http://player.discoveryeducation.com/index.cfm?guidAssetId=5D11FDE5-0C2D-4B19-95F3-7FB52EC286DD&blnFromSearch=1&productcode=US>  “It Happened in Montgomery: for Rosa Parks” by Phil W. Petrie found in *Springboard Level 2* p. 291  Video interview of Rosa Parks  <http://achievement.org/autodoc/page/par0int-1>  Cut-out of Rosa Parks (biography note taking)  Cut-out of Film (clip note taking)  Cut-out of Book (poem note taking)  Crazy Cards  Picture This (PowerPoint) | |
| **Activating Strategy/ Bell Ringer** | Crazy Card Catcher – Index cards with scenarios that violate the student’s civil rights will be given to each student. (Ex. You must drink from the bathroom faucet and not the water fountain today).  \*Students will be informed that these are strictly made-up examples  Whole group discussion – How would these situations make you feel?  Teacher will then lead discussion on what civil rights are and the violation of civil rights.  Explain that there was a woman who protested these violations and then show the video interview of Rosa Parks  Lead a discussion of what the civil rights movement is followed by Picture This! activity : PowerPoint presentation with photos of various events that took place during the civil rights movement ex. Greensboro 4, bus boycott, march, etc.  Questions for discussion: What do you think is happening? What  Feelings are probably present? What purpose does this action  serve? | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  RL.7.9; RI.7.9; SL.7.2; L.7.6; W.7.9; L.7.4  **I Can Statements:**  I can use a variety of strategies to understand unknown vocabulary to aid comprehension.  I can draw evidence from literary or informational texts to support analysis, reflection, and research.  I can learn and use new vocabulary to help me understand what I’m reading.  I can discuss ideas and details in different forms of text.  I can analyze a topic from various viewpoints and structures.  I can analyze two perspectives on the same topic when in different formats.  **Instructional Plan:**  Students will read Rosa Parks Biography by Rita Dove in pairs.  As they read, students will be directed to take notes of main events and key details on the Rosa Parks character cut-out.  The class will then go to the computer lab.  In the computer lab, students will view Rosa Parks’ video and take notes on the cut-out of a film projector. The poem will be accessible through the teacher’s website. Once students have completed video activity they will then read “It Happened in Montgomery: for Rosa Parks” and take notes on a cut-out of a book.  \*\*Note sheets will contain the following questions:  - What are the main ideas and supporting details presented in each text?  - How does each author structure/organize each text?  - How does each author shape their presentation of Rosa Parks? | |
| **Closing/Summarizing Strategy** | Triple Venn Diagram: How are the texts similar? How are the texts different? This will lead into task 3, comparing and contrasting the three texts in an essay. Teacher may choose the option of using an interactive Venn Diagram | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
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| **Assessment(s)** | Triple Venn Diagram – Check for understanding of the three texts and analysis of differences and similarities. | | |
| **Reflection** |  | | |